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The Mississippi Education Journal

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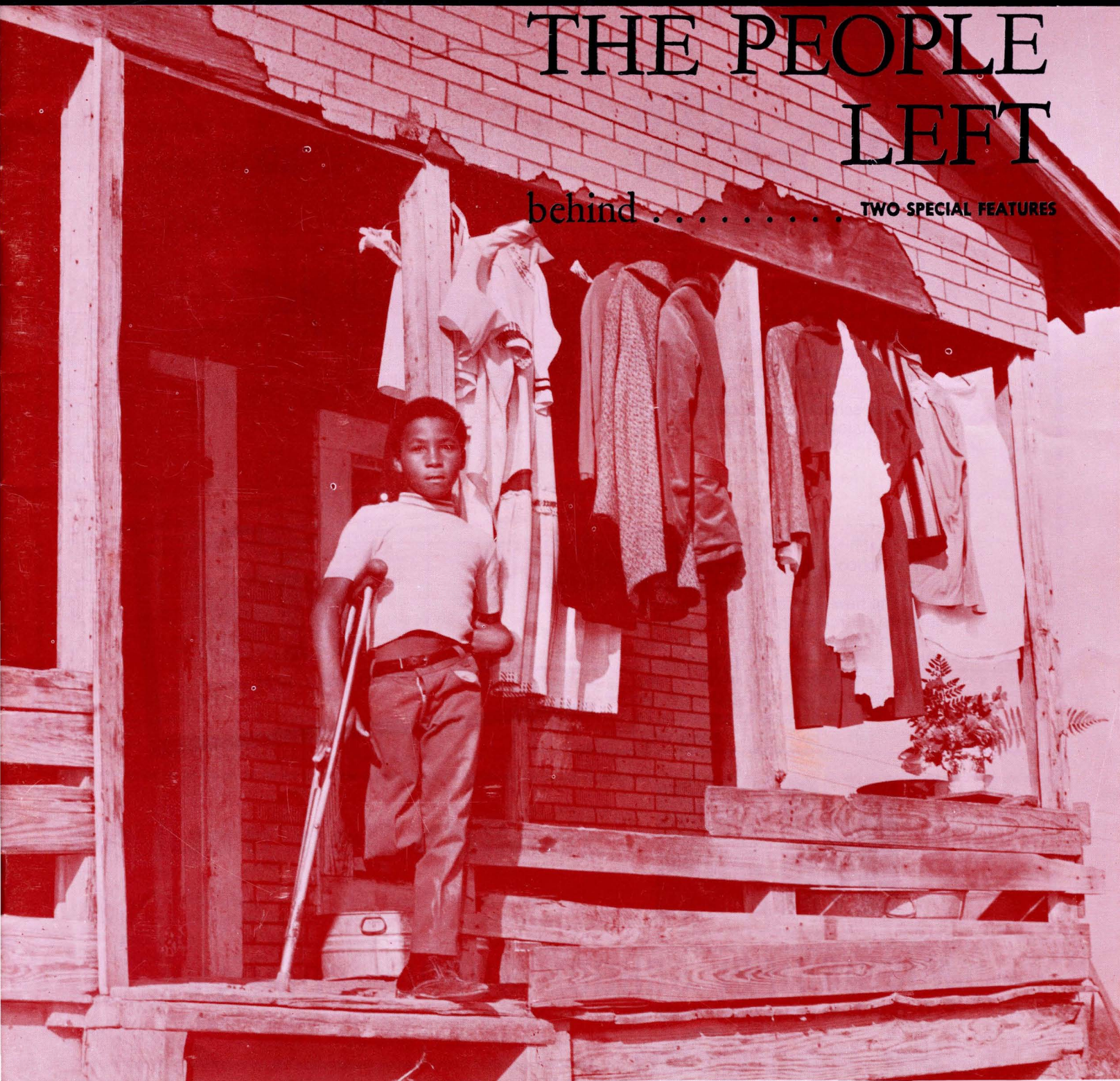
*The Miss. Association
Education*

November, 1971

Mississippi Educational JOURNAL

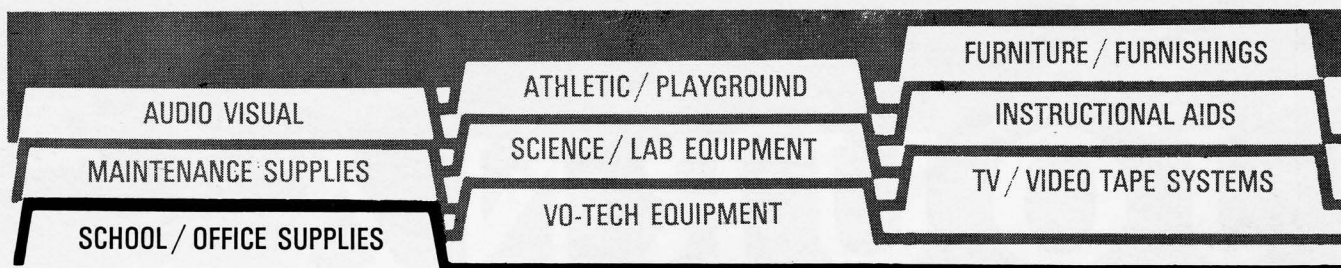
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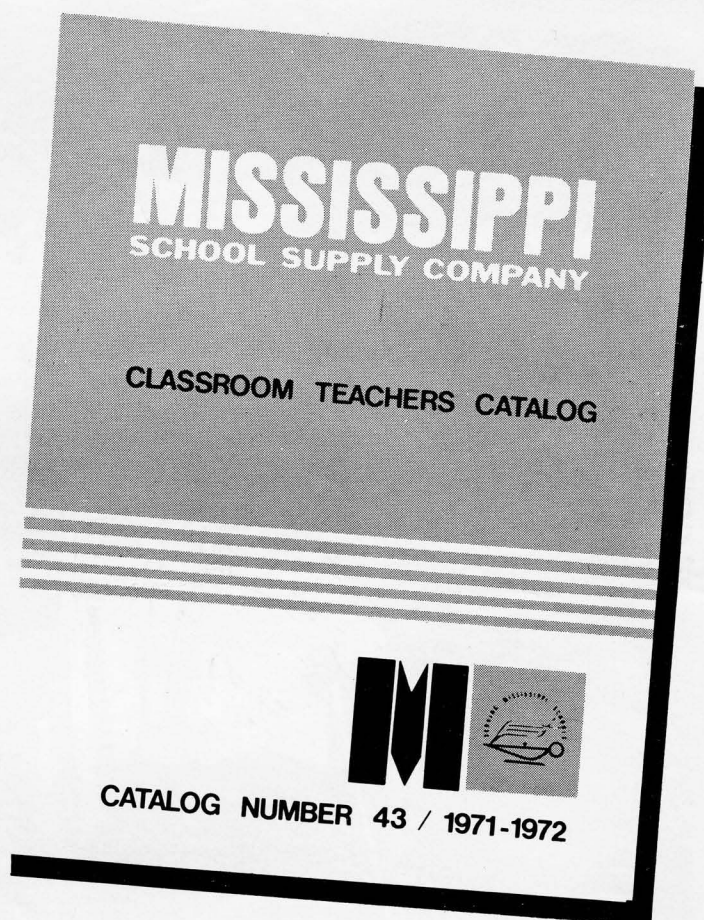
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November, 1971

The

Mississippi Educational JOURNAL

Mrs. Thelma C. Hickman, Editor
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Volume 48

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Number 1

Table of Contents

ARTICLES

The People

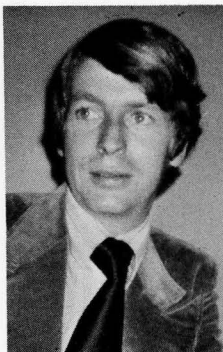
Left

behind . . . Page 6	The Plight of Rural Education
Page 12	A Delta Education Program
Page 16	More Bombs Than Books
Page 17	From Survival To Service

FEATURES

Page 4	President's Corner
Page 5	As I See It

ON THE COVER is Fifth Grader Larry Maggitt of Leflore County, who walks more than a half-mile to his school bus on a crutch to attend classes in the rural Mississippi Delta. The plight of rural education and "The People Left Behind" are examined in two special features.



The Cover Photo and the story and photos on Pages 12 through 15 are by J. Patrick Coll, director of information services for Leflore County Schools. A native of Pittsburgh, Pa., Coll received his college education in Mississippi and has spent much of his life here and in Florida.



H. M. THOMPSON
President, MTA-NEA



The President's Corner

TEACH for PEACE

MTA-NEA Theme
For 1971-72

"Teach for Peace" has been chosen as the 1971-72 theme for the Mississippi Teachers Association.

I feel that all teachers should realize the great potential they have in the fight for peace. We not only teach students, we teach families. Our influence extends beyond the confines of the classroom and school grounds. It extends into every home where there is a school child.

If we can use our influence for good to accomplish peace through our teaching and actions, the world will soon take on a new look.

We so often fail to realize that children are sensitive to our actions. Our actions and words as they relate to other teachers, administrators and pupils will influence others in their reactions. For example, we can preach democracy, but when we appoint or designate and fail to let our pupils choose, we have ruined our lesson in democracy.

When we in our actions and words fail to promote peace, we have rendered the greatest of all disservices. We must build the foundations of peace in the minds of men. We must press towards a world outlook, and thus end the present competition among those who do not desire peace.

Peace, freedom and human dignity are not always inseparable. Men have felt compelled at times to choose between peace and freedom because they could find no way to possess both.

Other obstacles to unity among teachers, such as differences in language, culture, social customs, can and must be overcome.

We must agree that in this modern, shrinking world, all men are dependent upon one another. Survival depends on cooperation by all. Since all the great religious faiths rest on the brotherhood of man, could not all teachers agree to explore the consequences that flow from that mutual dependence and faith?

Teach for peace, freedom and human dignity.

AS
I
SEE
IT:



Questions and Answers From The Desk Of C. J. Duckworth *Executive Secretary*

According to the record, the Mississippi Teachers Association-NEA has the most dynamic, progressive educational program that Mississippi has ever witnessed.

Question: What brought this about?

Answer: Most of the reasoning goes back to 1964-65 when the National Education Association began discussing merger of state associations. Since that time, MTA-NEA has had great demands from educators to prove itself a viable organization. It has.

Question: What are some of these improvements?

Answer: Among other things, MTA-NEA has expanded from four to thirteen full time staffers. Of this number, five are white. The Board of Directors has also been expanded to include several whites. Thus, our staff and board reflects the representation of our total membership. Through its affiliation with NEA, MTA-NEA provides some of the best health, accident, and life insurance programs to its members at a tremendously low cost. It provides assistance to teachers who are fired or demoted unjustly through the DuShane Emergency Fund. It protects the rights of teachers. It provides auto leasing and liability insurance. It provides a strong lobby for federal funds on a national level. And it provides a massive amount of valuable educational literature that cannot be obtained from any other source at little or no cost.

Question: What kind of image do these improvements give the association?

Answer: Among other things, it proves

that many whites believe in MTA-NEA. It also proves that blacks and whites can work together for the improvement of education in Mississippi.

Question: Nearly all of the teachers are aware of your campaign for the State Superintendent of Education, what do you envision?

Answer: It has been the most gratifying experience that I have ever had. In my travels, which are limited due to funds and time, I have found that black people generally open their ears and heart to the truths of the educational system in Mississippi.

Question: Have you found, as some say, that teachers are afraid to ally with politics or political figures?

Answer: Yes. Teachers are generally afraid. Many teachers have been intimidated by their superiors. Some teachers are afraid to attend public meetings, even when it involves them directly. Many were afraid to make contributions to my campaign, although I hasten to say that I do not mean that every teacher who did not make a contribution to my campaign was afraid. But some teachers who did contribute stated emphatically that they wished to remain anonymous. Some contributions were mailed without names or return addresses. This proves fear. Some have stated to me that they are afraid. This is one of the reasons I work so hard; and one of the reasons that as long as I am in the profession, I will work to remove this fear. Teachers cannot do the job they are capable of if they are working under fear.

Question: Does this mean that you will run for State Superintendent of Education again?

Answer: No. I will not run again. Four

years from now, I hope that all people and especially the teaching profession of Mississippi can unite behind a young, progressive, highly trained, imaginative, unbiased educator for State Superintendent of Education. I think anyone who has already been in the forefront should use the knowledge of campaigning to rally the force behind such a man. This is what I hope to do. I can see MTA-NEA being a tangible element in the growth of education in Mississippi and that MTA-NEA will be so forceful and powerful that other political segments of the state will have high respect for such an organization and will tend to follow its leadership.

Question: Do you think that the large number of blacks campaigning for office are making any impact on the State of Mississippi, especially Mayor Evers?

Answer: Mayor Evers is the most vital cog in the political arena of Mississippi. Since the inception of the Black and Tan Republican Party, his forwardness in bringing to black people the awareness of their responsibilities to the state can never be estimated. Others who aspire for lesser positions deserve the applause of all Mississippians as well. Finally, young teachers, both black and white, coming out of colleges and universities today, will be the deciding factor on what happens in education. They are already asserting themselves in a positive manner and it behooves those of us already in the field to lock up with them and come out with positive forward adjustments to the predicaments we are in—such as two state associations, private academies, and the destruction of black leadership.

The People Left

behind

The Plight of RURAL EDUCATION:

By CLEOPATRA D. THOMPSON

More than 1,000 delegates and observers, representing 90 countries attended the 20th Assembly of the World Confederation of Organizations of the Teaching Profession Aug. 4 through 11 at Kingston, Jamaica.

The conference theme, Rural Education, was timely for many reasons: People everywhere depend upon the productivity of rural life for their daily bread; two thirds of the world's children live in rural areas; the sparse rural population, accompanying use of large areas of land for agriculture, creates practical difficulties in providing complete and varied activities for rural people.

Delegates examined the plight of rural education throughout the world under a backdrop of a 1969 UNESCO report noting that most of the world's rural children receive no schooling at all.

Teacher training—both pre-service and in-service—are often extremely limited, the report said. "Thus, the dismal geography of poverty is perpetuated. Thus, many rural schools are disaster areas. Thus, children who should be the beneficiaries of progress are numbered among its victims."

Reports from delegates from various countries throughout the world indicate that strong efforts were being made by their governments to improve the educational opportunities. Because many reports were very encouraging, most delegates concurred that the problems of rural education were by no means helpless.

Lewis R. Tamblyn, Coordinator of Rural Education for the National Education Association, noted in a position paper on rural education in the United States that "Rural education is confronted with new problems, responsibilities

MTA-NEA President and Mrs. H. M. Thompson participated in the 20th Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP), August 4-11 in Kingston, Jamaica.

Mr. Thompson, Associate Professor of Mathematics at Jackson State College, served as official delegate for the United States national affiliate, the National Education Association.

His wife, Dr. Cleopatra D. Thompson, was a delegate to the International Council on Education for Teaching. She also served as an observer to WCOTP.

At right they are shown being welcomed to Kingston by Jamaican Prime Minister Hugh Shearer, center.

After the Assembly, the Thompsons toured South America and visited Peru, Chile, Argentina, Brazil and Venezuela.



The Mississippi Educational Journal

Theme of 20th Assembly of World Confederation of Organizations of The Teaching Profession

and opportunities to contribute to the major issues facing our country. At the same time it is face with the proposition, held by many persons in positions of leadership and responsibility, that rural education no longer exists."

In spite of the fact that the population of rural America is declining, Tamblyn said, its total population still exceeds the combined population of America's 100 largest cities. "It is large enough so that rural America may be classified as the world's ninth largest. One third of the American population, is rural," he noted. "This fact is often overlooked in these times of pre-occupation with urban crises. Rural poverty is widespread and acute; the consequences of the same have had their impact in the cities."

The President's National Advisory Commission on Rural Poverty pointed out in a report entitled, "The People Left Behind," that there is more poverty proportionally in rural America than in our cities. In metropolitan areas, one person in eight is poor, and in the suburbs the ratio is one to fifteen. In rural areas, one in every four persons is poor. (A family is determined to be "poor" if it has an annual income of \$3,000 per year or less.)

It was further pointed out that in rural America, 70 percent of the poor live on less than \$2,000 per year and one family in four exists on less than \$1,000 per year.

"The rural poor who lack education either concentrate on low-paying jobs in rural areas or swell the ranks of the under employed in urban areas," the report pointed out. "Most of the rural low-income groups are white, but poverty is particularly acute among the white of Appalachia and the Ozarks, the Negroes of the South, and the Spanish-speaking and Indians of the Southwest."

American delegates learned that the U.S. statistics were almost as deplorable as those in many of the lesser developed nations of the world. "In 1960, more than 700,000 adults in rural America had never enrolled in school," the President's Commission reported. "About 3.1 million had fewer than five years of schooling and could be classified as functional illiterates. More than 19 million had not completed high school. More than 213 million rural young people (aged 14 through 24) had left school before graduation... Only 11 percent of the rural adult population had enrolled in a college, compared with 19 percent in urban America."

One concept brought from the conference is that the education problems of the world's rural areas and its urban centers have an inter-relating effect on the two populations. As Tamblyn noted, poorly educated rural persons migrating to the cities can multiply the urban education problems.

It was suggested at the conference that the problems of rural and urban education be attacked jointly—perhaps providing the start of solving socio-economic as well as educational problems.

The assembly was formally opened by the Prime Minister of Jamaica, the Honorable Hugh Shearer. He described the assembly as "a convocation of great significance to Jamaica and to the developing world."

The Prime Minister spoke of the timeliness of the theme of the assem-

"In 1960, more than 700,000 adults in Rural America never enrolled in school. About 3.1 million had less than 5 years in school."

The People Left

behind

bly, the imbalance between educational opportunities in rural areas and urban areas, and the imbalance between modern amenities, such as electricity, telephones, running water and wide ranges of services available to urban people as compared to those available to rural people. He further stated that his country was committed to educational programs that would make life better for all citizens.

Looking at the teaching profession throughout the world, Shearer said, "Teachers all over the world are rightfully concerned about their status and conditions of service as teachers. They are concerned with the recognition given them by their society, by their

employers, and by the parents of their pupils. Such recognitions certainly influence their effectiveness and efficiency in their most important role, which is the imparting of knowledge and the essential qualities of living in society to their students."

Prime Minister Shearer also spoke of the problems and restlessness of youth: "It is the world's teachers who in many cases will have to be the interpreters of the aims of the young to those in authority. It is the teachers who sometimes must arbitrate and support progressive and helpful change where the changes are justified, while at the same time avoiding

(Continued On Page 16)

As we enter the third year of education's uproarious 1970s, it seems that the teachers of the world are talking about, wrestling with and trying to do something for the same things American teachers have been concerned with.

An extension of the World Confederation of Organizations of the Teaching Profession last August at Jamaica was a meeting of the International Council on Education for Teaching-ICET.

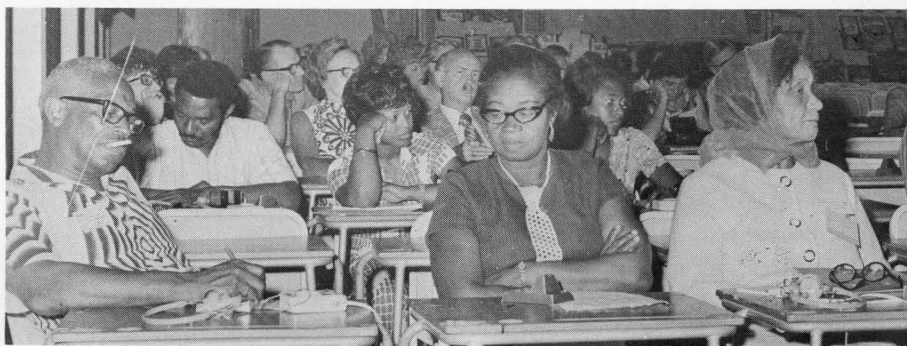
The following report, from Dr. Cleopatra D. Thompson, dean of education at Jackson State College and wife of MTA-NEA President H. M. Thompson, indicates that issues like student involvement, new techniques of teaching and elimination of rote memory are not unique to the U.S.

The International Council on Education for Teaching (ICET) held its 1971 World Assembly in Kingston, Jamaica, August 7-9, with a theme of "Crisis and Change in Teacher Education."

Dr. Joseph Lauwerys, director of Atlantic Institute in Halifax, Nova Scotia, said in his opening address on the theme that people accept changes in scientific and technological developments, but they do not readily accept changes in moral, social and other intangible areas.

The world has changed—and continues to change—ever so rapidly, Dr. Lauwerys pointed out, and the chang-

World's Teachers Problems Same As Those In The U.S.



Mr. and Mrs. Thompson, flanking an unidentified delegate from another nation, are shown during a session of ICET.

es have had dramatic effects on educating our youth. Some of them:

1. The population explosion which has triggered poverty and hunger due to a lack of equitable distribution of wealth.
2. The knowledge explosion. Teachers must take advantage of new means of imparting knowledge, and make better use of technology, such as assisted instruction.
3. The urban explosion. Changes in approaches of urban schools are needed to cope with the problems of rural youth who migrate to urban centers seeking a better life.
4. Alienation of youth and racial disharmony. Such problems demand new teachers who are sensitive to the needs of the diverse socioeconomic groups.
5. The technology explosion. Rise in

technology parallels change in mass communications, computers, video tapes, television, film strips, etc. In spite of the research in these areas, teacher-educators have not made the greatest use of these technological resources. Teachers must also begin to link research to classroom usage.

Dr. Lauwerys saw the teacher of the 70's as one who must become more of a specialist. Also, today's teacher should also have the following professional characteristics:

- (1) Take a world view of the problems of mankind.
- (2) Bring education more closely to real life problems.
- (3) Is stable, with broad general education and competencies in professional education.
- (4) Can learn from other educators.

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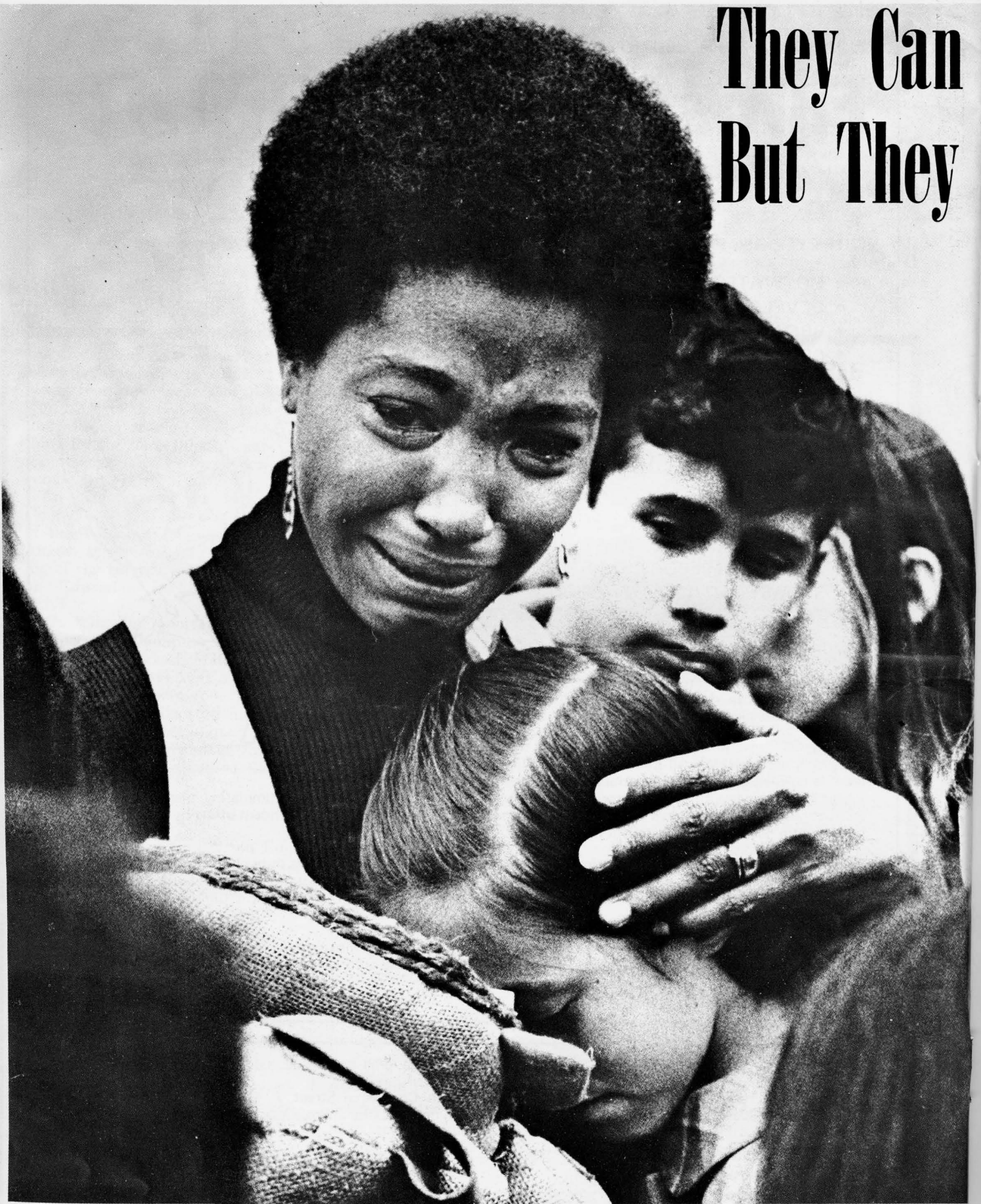


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The People Left

Alice is waiting for her mother to come home. She may come home Christmas or not make it until Easter. It depends on how the field work goes. Alice's mother left her with a cousin when she went north. The cousin, after a while, sent her to her grandmother who was unable to keep her. She sent the child to live with a friend's family.

Alice's teacher doubts whether the woman is in fact the mother of the child, but believed her to be an aunt. "Sometimes it's difficult to know who the mother is," the teacher noted. "The children tend to call any woman with whom they have lived for a considerable time 'mother.'"

behind

Janet is one of 13 children. Her teacher describes her as "skin and bone." Janet has difficulty learning and she continually falls asleep. She is unable to keep her mind on any problem for very long. At age 11, Janet is still on the first grade level and her teacher thinks the problem is malnutrition.

Janet and Alice and students in the Leflore County School District in the Mississippi Delta. They are typical of what education officials are trying to combat with hopes of providing Janet, Alice and thousands others like them some kind of opportunity at education that somehow could be termed adequate.



Leflore Schools Work To Provide At Least An Adequate Education To Poverty-Stricken Delta Children

Many of the parents in Leflore County are migrant workers—leaving home for weeks and months with hopes of scraping up enough money so their family's starvation can be staved off. Others remain at home year around, but are tenant farmers or private plantation laborers, slaving daily for meager survival.

To these families and their children, the minimum prerequisites for learning in a classroom—clothes, stomachs that don't ache from hunger, accommodations for physical afflictions—are a world away.

Leflore school officials have introduced a new program, however, that may bring a "new world" of public education to these pupil victims. Steps are being taken to give Alice and Janet a better chance at getting at least a basic opportunity to do a little bit better and concentrate a little more on their primary role in their young lives: learning.

They are receiving a full range of social services provided by the Leflore County School District through its Attendance Counseling Office and through its new program of Student

Social Workers.

The Student Social Workers Program is using undergraduate students to supplement the social services presently being provided in the Leflore County Schools at Greenwood, Miss. Begun last year with one student, the program will be expanded to six students this year. The Student Social Workers Program, one of the first of its type in the South, will provide a criterion from which other schools can draw.

Most of the social work done in the Delta revolves around the migrant

families and the disadvantaged. Almost 80% of the 6,000 plus students in the county are disadvantaged by standards of federal and state agencies. Prior to 1968, every child enrolled in the first grade had only a 50-50 chance of reaching the third grade.

More often than not, work within a classroom cannot satisfy all the needs of these children. Their home environment and lack of parental guidance have profound effects upon the migrant child, as compared with a child reared in a more stable household.

Many special services are required to provide these children an opportunity for learning, to educate them and to train them so that they, unlike their parents, won't be forced to shift from city to city and state to state to find work.

Often these children are in need of glasses, hearing aids, or are suffering from malnutrition or internal parasites. Treating these ills is necessary before the child is able to cope with a classroom situation. Often inattentiveness and drowsiness, which in a previous era would have been handled as a disciplinary problem, are now turned over to the attendance counselor, and improper diet or malnutrition will be discovered. Free lunches can be pro-

"Prior to 1968, every first grader had a 50-50 chance to reach third grade."



Now, with use of the Hoffman Reader—playing tapes of reading lessons for pupils to hear the words they see—the Leflore program is giving them a better chance.

vided for these children when the need is apparent and can be substantiated. Medical examination and treatment is also available including eye and dental checkups.

David Powe, coordinator of attendance counselors, came to the Leflore County School System in 1969, has seen the program grow from one counselor to eight, and has instituted

the Student Social Worker Program.

"We were the first public school district in Mississippi to establish this type of program and even now there are few others in the state," Powe notes. "We provide for the children all the services they need to go to school or to stay in school. Often the children are without clothes or food, they may be as old as 12 without ever having gone to school. You can't work with these children the same as you would with any other. They have special problems, and unless you can solve their problems, they will never make it in a school situation.

"Before we began this program we had some reservations as to whether an undergraduate student could come here and work in the field with these people and do any good," Powe recalls. "Mrs. Cobb was our test case. We used her to work with some of our more complex cases, those cases which tend to take a great deal of time and which we normally couldn't handle because of our other case load."

Leflore County school officials decided to experiment with student social workers feeling that students could be assigned a half dozen cases and devote all of their time to working with these special cases. The student worker works directly under the coordinator, who closely observes and guides the case work.

"We didn't just throw the student worker out into the field and say 'Here are your cases, see what you can do.' We worked closely with her and helped her solve any problems she came up with," the counseling coordinator said. "Each afternoon we would get together and discuss how she handled a specific problem, and see what she was doing right and what she was doing wrong."

The case load in the Leflore County District is overwhelming. The vast majority of the 6,000 plus students attending the eight target schools are either migrant labor children or from socially and economically deprived families.

"For instance," Powe continued,



The Attendance Counseling Office provides complete physical examinations for all pupils in the program. Here a boy is being administered a hearing test.

The People Left

behind

"you can't take a 12-year-old child and place him in first grade and expect him to learn. He is six or seven years older than the other children in the class, and all you do is create new problems for the child. These children take a lot of attention and a great deal of time."

Mrs. Vivienne Cobb, a 23-year-old senior at Mississippi State University was last year's student worker.

"I was working with one family which had 15 children," she recalls. "The grandmother was head of the household, and her two daughters lived with her. All 15 children belonged to these two daughters and a third daughter, who had died.

"One of the little boys in the family had his leg amputated, but couldn't use his artificial leg because he complained that it hurt so much." Mrs. Cobb remembers.

The little boy, Larry Maggitt, had his leg amputated below the knee due to a birth defect, but the leg had never healed correctly and rubbed against the artificial leg.

Vivienne remembers that Larry had near perfect attendance, carrying himself on crutches the half mile to the school bus and back each day.

"The child was wonderful," she said. "We'd say to him, 'Larry, suppose we could get you an operation, would you want to go through it?' and the child always took the initiative. We never forced a decision on him."

The student social work program is designed to develop skills and techniques in observing, interviewing, reporting and evaluating impressions in

actual circumstances to strengthen the theory which was learned in the classroom.

During the summer program this past year, the attendance counselor's office, with seven counselors working, made 1,123 home visits. Thus, many thousands of children were serviced. If the counselor visited a home which had 10 children, the actual visit with the home was counted rather than the number of children.

In the same period of time, the counseling office handled over 1200 teacher referrals concerning such

problems as non-attendance, disciplinary problems or the child's need for food or clothing. During the six weeks of the program, 321 children were aided with clothes and another 152 children received shoes so they could attend school or remain in school.

In all, the counseling office handled nearly 3,000 individual services during this period, including liaisons with the school nursing program, returning dropouts to school, and referrals concerning birth certificates.

As a member of the school staff, the school social worker receives referrals

"Larry had near-perfect attendance carrying himself on crutches the half-mile to the school bus."



Larry is shown here with Counselor Carol Fredrick.

of children who are exhibiting symptoms of social or emotional difficulty, which could be interfering with their learning, their attendance, or their social adjustment. The purpose of the service is to help the child with current difficulties and to prevent the development of serious breakdown. The school service worker signifies the concept of education as the joint responsibility of home, school, and community.

Leflore County School District established its Attendance Counselors program in 1969. At its beginning the program incurred unusual handicaps.

One major stumbling block is that Mississippi is the only state in the nation that does not have compulsory education. There is no way parents can be forced to send their children to school.

Another difficulty stems from the fact that many of the families which needed help were tenants on private plantations, and permission was need-

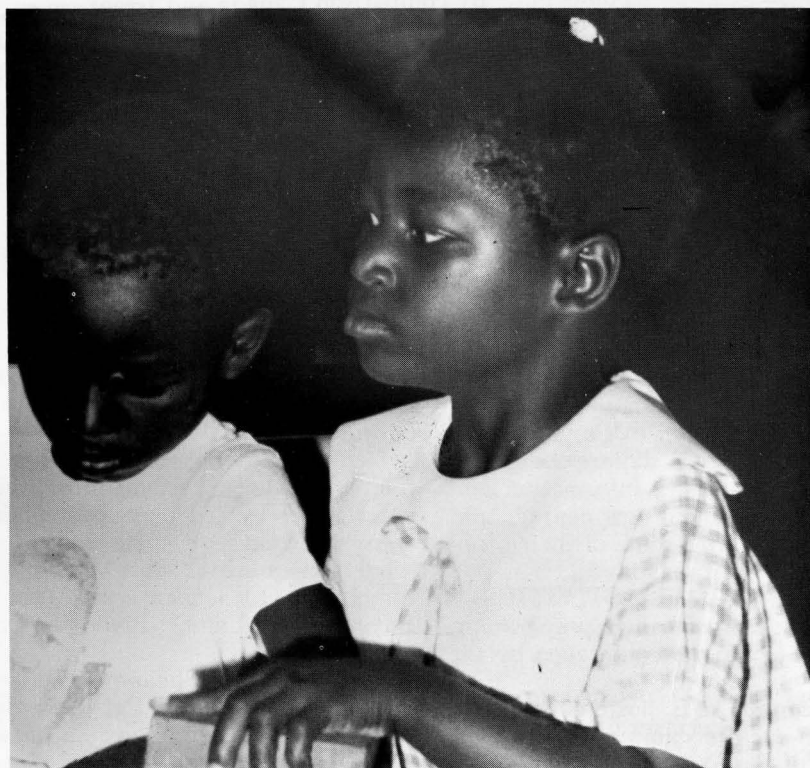
ed before the social worker could even contact the families.

These were two reasons why the school district decided on a highly trained social worker rather than a person with a guidance counselor background.

There are many sincere, considerate people who cannot, because of their concepts of social propriety and their prejudices, be comfortable in the migrant's home and environment. Not being comfortable themselves, they bring no comfort or rapport to the people whose social, hygienic, educational and material concepts are totally different. It's one thing to consider an environment offensive. It's another to consider things remediable.

This is not to fault those who are so affected. It is only to request that the truth be recognized and that those who cannot truly relate or identify with the migrant and his family leave the counseling assignments to those who can.

"We provide all services needed for the children to go to school or stay in school."



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MORE BOMBS THAN BOOKS

For each 60 cents spent on public education in the United States, one dollar is spent on the military establishment, according to a National Education Association research report.

These figures contrast sharply with the ratios in Canada, where \$2.50 is spent on education for each \$1 on military items, and in Japan where the ratio is \$5.40 for public education for each \$1 of military expenditures,



"My kid brother says back home they're closing schools for lack of money."

according to the latest available data.

Although the ratio of education-military expenditures in the Soviet Union is about the same as in the United States, the USSR puts a greater proportion of its gross national product into its schools than does this nation. The Soviet Union spends about 8 per cent of its GNP on the military and a similar percentage on education, whereas the United States allocates 9.3 per cent of the GNP to military expenditures and only 5.4 per cent to public education.

During the past year various groups and organizations have demanded a change in the way tax dollars are spent in the United States, calling for reordering of national priorities with less emphasis on military spending and increased investment in America.

World military expenditures reached an estimated total of \$204 billion in 1970, the NEA report reveals. This was an increase of 50 per cent since 1964, and a real net increase of 20 per cent, discounting inflation.

"If the United States were to reallocate all military and public education dollars on a 1-to-1 ratio, funds for public education would increase to \$63.5 billion (currently an estimated \$41.9 billion) with no increase in the combined military and education budgets," says the report.

The United States also compares unfavorably with several nations when educational costs are related to national income. "From all levels of government and from all sources of funding, the United States is spending 6.9 per cent of its national income on education," the report points out. "By comparison Canada and Israel are spending 9.6 and 9.2 per cent, respectively, on education; Denmark, 8.1 per cent; Sweden, 7.9 per cent; and the Netherlands, 7.6 per cent."

The People Left Behind

(Continued From Page 8)

the pitfalls of simply shouting for change sake where such change would be meaningless to society."

WCOTP President William G. Carr, former executive secretary of the National Education Association, was unable to attend the meeting due to illness. His address to the conference was read by Dr. Irvamae Applegate, of Minnesota, a former NEA president. The subject of Dr. Carr's address was: "Education for Peace, Freedom, and Dignity," a theme to be adopted by MTA-NEA for 1972.

Other speakers at the opening assembly were Kingston Mayor Councilor

Eli Matalon; Minister of Education Edwin Allen; Mrs. Fay Saunders, president of the Jamaica Teachers Association; and the Secretary General of WCOTP, Mr. John Thompson.

In spite of the diversities of culture and languages, a sense of togetherness pervaded the seven day meeting. The contacts, fellowship, information and inspiration provided new courage and hope to cope with some of their problems in the year ahead.

OTHER WCOTP ACTIVITIES

Arduous and detailed preparations were made for the conference by the citizenry of Jamaica.

A reception was hosted by Mayor Matalon on the campus of the University of the West Indies. The Gov-

ernment of Jamaica hosted another reception at Jamaica House, home of the Prime Minister, and the assembly ended with a flourish: a "Jamaica Night" at the Sheraton-Kingston Hotel featuring Jamaican entertainment and cuisine.

Delegates to the respective assemblies also went on island tours; were entertained by teachers associations; were welcomed in civic receptions; went swimming at Port Antonio, at famous Doctor's Cave in Montego Bay, and at Dunns River in Ocho Rios.

Prime Minister Shearer and assembly chairman, Mrs. Fay Saunders, traveling by helicopter, visited the delegates at points on the tours.

From Survival To Service

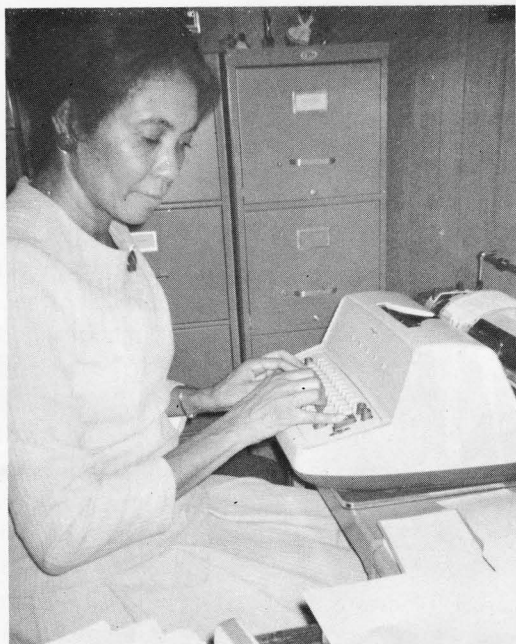
*In Little More Than A Year
MTA-NEA Has Tripled Staff,
Expanding Membership Service
To Levels Never Felt Before*

Little more than a year ago, the Mississippi Teachers Association consisted of a staff of four—the executive secretary, a bookkeeper, an editor and a director of expanded services.

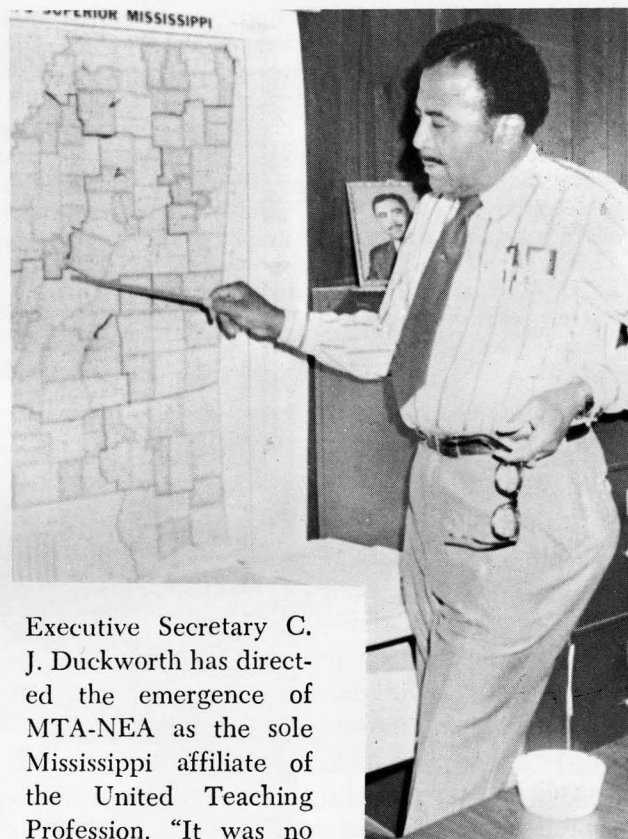
The latter title, owned by Mrs. Ernestine Talbert, somehow was prophetic of things to come as MTA doubled the number of initials—to MTA-NEA—unified with the National Education Association, and undertook with vigor its new role as sole Mississippi affiliate of the United Teaching Profession.

While the number of initials doubled, the number of staff members has more than trebled. As the 1971-72 school year opened, there were 13 MTA-NEA staffers serving the membership. An assistant executive secretary was added. There are now five full-time field representatives serving members on the local level in five separate areas of the state. The communications program was bolstered with addition of a full-time communications consultant from the NEA. For the first time, MTA-NEA's student affiliate and Classroom Teachers Association have a full-time staff director. And the office staff was bolstered with addition of a full-time receptionist-secretary.

In the past two years, services have indeed been expanded, and the activity at state headquarters on behalf of the teaching profession throughout the state has been noticed and felt.



Mrs. Ernestine Talbert has been director of expanded services since the post was created by MTA in 1962. At that time, hers was the fourth position added to MTA staff, and the first one beside the executive secretary's, to provide a service directly to and for members. "The primary role of expanded services was job placement" she says, "Even in those days there was unemployment among teachers in Mississippi." Looking at the MTA today, with a staff three times as large, she observes, "We anticipated this happening all along. We knew that if we were going to really serve our members we would have to keep growing and growing."



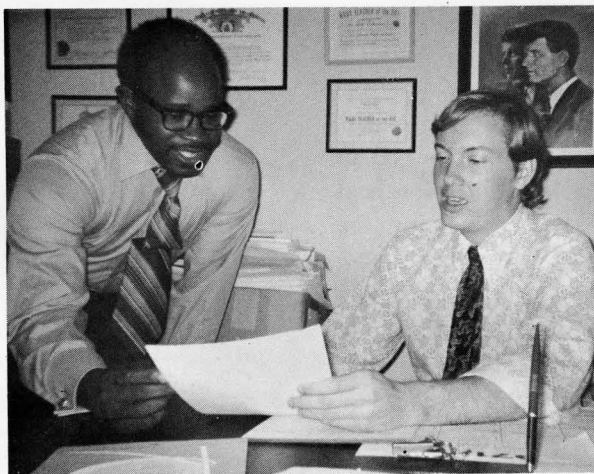
Executive Secretary C. J. Duckworth has directed the emergence of MTA-NEA as the sole Mississippi affiliate of the United Teaching Profession. "It was no secret that after merger failed, our backs were against the wall," Duckworth has often said. "The lines were drawn and the white organization—having more members than us—determined that if we became wiped out, NEA would have to turn to somebody for a state affiliate in Mississippi." As MTA president, immediate past-president and then executive secretary, Duckworth has been an association leader through all phases of MTA before, during and after its transition. When merger failed—because the Mississippi Education Association voted refusal—Duckworth led MTA in its battle for survival, beginning to edge forward more and more until now the posture is positive and offensive rather than defensive and survivorist.

UniServe:

Bringing UniServ to Mississippi was the first major task assigned to Asst. Executive Secretary Dick Dickerson, below at right, after he joined the staff last December. Dickerson, who has been provided full time to MTA-NEA by the National Education Association, designed the Mississippi program and has now been charged by Executive Secretary Duckworth with directing it. "UniServ, created by the NEA to provide a professional staff member for every 1,200 members of the United Teaching Profession, is the greatest thing to happen to MTA-NEA," Dickerson says. "As our membership increases each year we hope to continually increase our UniServ staff. When we hit 12,000 members I hope we can have 10 UniServ directors. When we hit 24,000—virtually all the teachers in the state—we can have 24 professional staffers working for our local associations."

The most dynamic step taken by MTA-NEA for full servicing of its membership came when UniServ was brought to Mississippi. "This is the biggest step ever taken by any education organization in this state towards developing teacher organization on the grass roots level." Executive Secretary Duckworth said when the five UniServ directors, shown on these pages, went on the job this fall. From the very start, their day-to-day efforts on behalf of teachers has been felt. Now assistance of a trained professional field representative is available within hours—or minutes in case of a crisis—to any MTA-NEA member or local association.

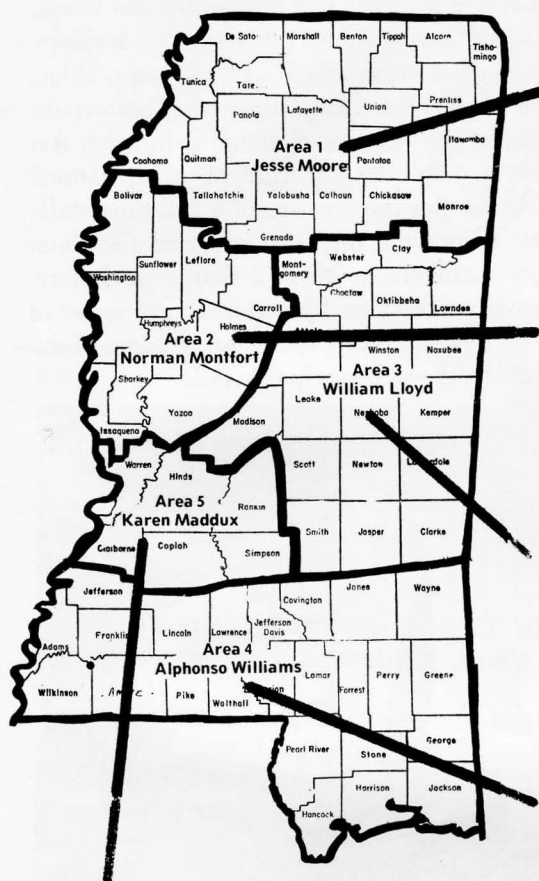
Jesse R. Moore, left, UniServ director for Northern Mississippi's Area 1, was president of the Tunica County Teachers Association for five years before joining the staff—a background similar to the majority of the nearly 400 UniServ directors in America. When talking about activities in his new job, he first mentions membership. "That is the key," he says. "For when you have the membership, you're strong."



William Lloyd, standing, has opened his Area 2 East-Central UniServ office at the West Community Center in Philadelphia. He joined the staff after being president of the Attala County Teachers Association since 1967. Lloyd has learned first hand what it is to fight for the rights of others. In the early 1950s he moved to Detroit with his family after his father was forced from the state because of his civil rights activities. After high school graduation he returned to Mississippi for his degree—at Jackson State—and has stayed.



“The biggest step ever taken by any education organization in this state to develop organization at the grass roots.”



North Mississippi UniServ
Jesse R. Moore, director
Douglas Building
Oxford, Miss.

Delta UniServ
Bob Montfort, director
831 Main St.
Greenville, Miss.

East Central UniServ
William Lloyd, director
West Community Center
Philadelphia, Miss.

South Mississippi UniServ
Alphonso Williams, director
608 Owens St.
Columbia, Miss.

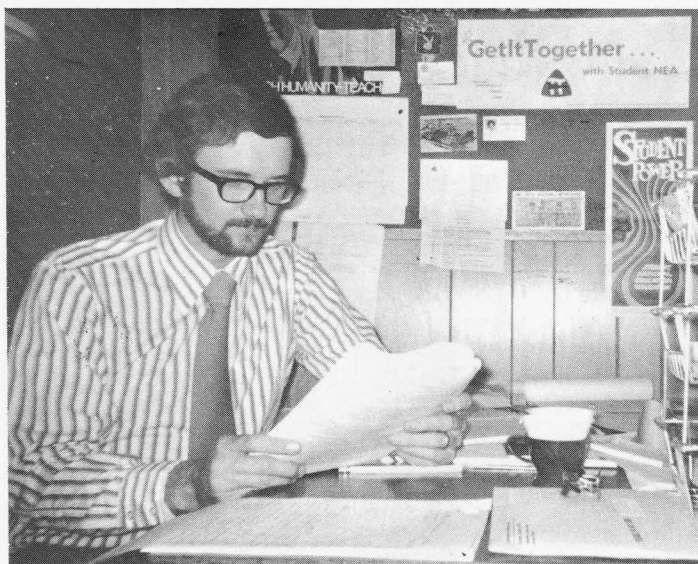
Central UniServ
Karen Maddux, director
1328 Lynch St.
Jackson, Miss.



Karen Maddux, who joined the staff after being a leader and negotiations chairman for the Metropolitan Nashville Education Association, is UniServ director for the Central Area. Since her area encompasses just six counties, she was also appointed director of MTA-NEA legislative affairs. “Politics has been in my blood since I’ve been 15,” she says.

Alphonso Williams, left, is UniServ director for Southern UniServ Area 4 and has opened his office at Columbia. Norman R. (Bob) Montfort directs UniServ Area 2 in the Delta and has his office in Greenville. Unlike most staffers of the United Teaching Profession, Williams did not come directly from teaching in the classroom. He was personnel director of the Sophia Sutton Child Development Center and director of the Reading Is Fundamental Program. “All of my work and travels were in schools and with educators,” Williams points out, noting that he probably had more contact with educators in his job because while teachers were in their classrooms he was able to circulate. Montfort is another very high on political action as the way to success for the United Teaching Profession. The former Louisville, Ky., teacher was organizer and president of the Political Action Committee of Educators of the Kentucky Education Association before joining MTA-NEA staff. So far, he says, about half his work with Delta teachers is devoted to organizing for political action.





Symbolic of the new thrust MTA-NEA has made toward full service to the Mississippi teaching profession is Mel Hilgenberg, hired this year in a dual role—director of activities for the Student MTA-NEA and staff consultant to the Mississippi Classroom Teachers Association. Cognizant that about 90 per cent of Mississippi's education students will remain here to teach, MTA-NEA saw the tremendous advantage to developing a viable student organization and program. What better choice for this role than Hilgenberg, immediate past president of the Student National Education Association, the nation's largest student organization? Since MCTA now has the services of a full-time staffer, it expects to provide the most program for classroom teacher members in 1971-72 than ever before. MCTA started out the year by conducting a series of workshops on teacher evaluation and student discipline throughout the state early this fall.

One of the most tangible indicators of the new MTA-NEA has been its internal communications program to members, now providing two newspapers a month and a quarterly professional journal under the direction of Editor Thelma Hickman and Communications Consultant Pat Kerns. "We recognized that communication had been one of the biggest shortcomings of our organization," says Mrs. Hickman, "so we made the decision to give a much higher priority to publications. Previously we just weren't publishing enough materials." The editor, who has been with MTA for seven years, adds that the investment is paying off. "I'm sure it has done a lot to increase membership, and the reaction I am getting from members has all been positive." Kerns, who like Dickerson has been provided to MTA since last fall by the NEA, said, "I was assigned to Mississippi with almost the sole purpose of increasing the internal communications program. MTA recognized they needed assistance in this area, and the cooperation has been unlimited.

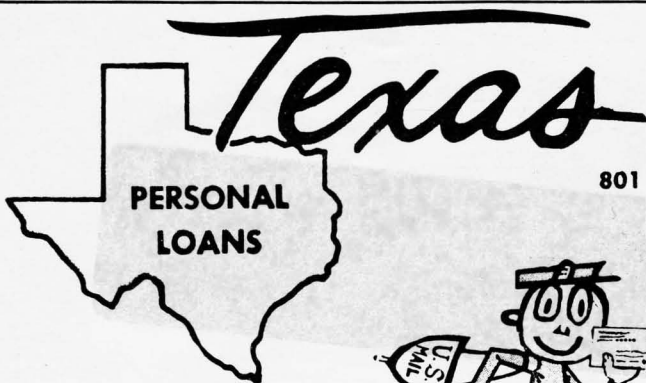


Mrs. Jerry Terry, at right, has been on the MTA staff since 1956, as bookkeeper, telephone receptionist, secretary to Mr. Duckworth and chief source of facts, figures and information to the rest of the staff. She knows them all, and they all know her—if not personally, then as a telephone voice—from the highest officials of the National Education Association in Washington to the rank and file MTA member in the far-reaching parts of Mississippi.



Marcy Alford, left, joined the MTA-NEA staff in September, 1970, as a secretary, becoming the first white employee of the formerly all-black association. Immediately prior to that she was secretary in the field office opened by the NEA in Downtown Jackson to monitor initial desegregation of Mississippi's public schools.





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